

Fall 8-15-2002

ENG 1001G-026: Composition and Language

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English 1001G-026, CH3691, TR 11:00-12:15

Composition and Language

Instructor: John David Moore

Office: 3771 (6976) jmoore@unh.edu

Office Hours: TR 10:00-11:00; 1:00-2:00; W 9:00-11:00

And by Appointment

I. Course Description, Objectives, & Guidelines/Requirements.

A. Description. Composition and Language is a course in the reading and writing of expressive expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department. Students who have an ACT score in English of 14 or below, or who have no test scores on file with the University, must pass English 1000 before enrolling in English 1001G

B. Objectives.

Upon completing English 1001G, students should be able to

- Write informative and persuasive papers clearly and concisely in standard written English;
- Build a cohesive argument and identify arguments in texts;
- Utilize the various forms of argument and avoid logical fallacies;
- Revise papers for clarity, cohesion and style;
- Assist fellow students in their writing and revision;
- Think critically about information;
- Select and narrow a topic, write about it using outside sources, and document those sources accurately in MLA or another appropriate format.

C. Guidelines and Requirements.

Attendance: Because analytical and critical discussion of both reading and writing is a major art of 1001G, failure to attend class will affect your grade.

~~Any student missing more than six class meetings without obtaining either my approval beforehand or a formal excuse** will fail the course.~~

**Legitimate reasons (illness, official university activity, recognized emergency) established through the University Health Service or the Office of Student Personnel Services.

Writing: Seven papers of various lengths ranging from 3 to 8 pages. The subjects of these papers will be discussed as they are assigned. Papers must be typed, double spaced in 12 point Times New Roman type. Papers will

involve drafts, and all drafts will be collected with the paper. **Keep all drafts of your papers. All drafts must be typed. Papers for which no drafts have been submitted will receive a failing grade.**

Other Writing:

Class Minutes. For every class meeting involving class discussion, two students will take minutes and meet the next day to produce one set of minutes and distribute them to me and the rest of the class via an e-mail alias.

Discussion Questions. For each reading assignment, students will write discussion questions to be turned in at the start of Thursday classes that are devoted to discussion of the reading material.

Other Requirements and policies

DEN Watch. Each Tuesday two students will present findings of grammatical and stylistic errors in the previous Friday or Monday edition of *The Daily Eastern News*. All students must bring copies of these papers to class and the students assigned to report on errors must turn in a marked copy of the relevant newspaper in order to receive a grade.

Plagiarism: English Department Statement on Plagiarism.

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.
(Also see document attached to this syllabus)

Grades: Eight grades averaged and adjusted up or down on the basis of attendance and participation.

Final Grade=average of the seven major paper grades, and the averaged grades from minutes, discussion questions, and DENwatch reports. As part of the University's Core Curriculum, English 1001G generates final grades of A, B, C, or NC (no credit). Students must be writing at a C level in order to pass the course. While a grade of NC is not figured into a student's GPA, a student who receives a grade of NC must re-take the course.

Grading Scale (See also attached "Guidelines for Evaluating Writing Assignments in EIU's English Department")

4.0 – 3.6 A

1.5 – 2.5 B

2.4 – 1.4 C

1.3 ---- NC

Late Work: Unless you have made prior arrangements with me, or provided a formal excuse (see attendance policy, above), I will accept no late papers.

NOTE: All course work must be completed in order to pass the course!

Electronic Writing Portfolio: All students must submit a document from 1001G **OR** 1002G as part of the requirements for their Electronic Writing Portfolio. This is a **University requirement** for graduation. Elected essays must be submitted for instructor approval of revision no later than **Tuesday, November 5**. Revised submissions are due no later than **Thursday, November 21**. **No Exceptions**. For additional information see attachments to this syllabus.

Information for Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

II. Course Calendar and Readings

A. Texts:

Axelrod, Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing*. 6th ed. Boston: Bedford/St. Martin's, 2001.

Colombo, Gary, Cullen, Robert, and Bonnie Lisle. *Rereading America*. 5th ed. Boston: Bedford/St. Martin's, 2001.

Fulwiler, Toby and Alan R. Hayakawa, *The Blair Handbook*, 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2000.

B. Calendar

Week I

T Aug. 27: Introduction to Course. Review of Syllabus. Appointment of writing Groups. Collection of E-mail addresses. Explanation of DENwatch project. Electronic Writing Portfolio (EWP) requirement. Class minutes requirement.

Assignments:

READING: For Thursday – Gatto, “The Seven Lesson-Schoolteacher.” *Rereading America* (RA) p. 152.

WRITING: In-class writing sample for writing/discussion theme I.
For Thursday – three discussion questions on the Gatto essay.

Writing and Discussion Theme I: Work.

TH Aug. 29: Assignment of secretaries for class minutes. Discussion of Gatto essay. Return in-class writing.

Assignments:

READING: For Thursday, Sept. 5. — Anyon. "Social Class and the Hidden Curriculum of Work." RA 174.

WRITING: Assignment of Paper #1, narrative essay. **Draft due T Sept. 3.** For TH Sept. 5, three discussion questions on Anyon essay. Assignment of first DENwatch report.

Week II

T Sept. 3: Approval of Class Minutes. DENwatch report. **Draft of Paper #1 Due .** Group work on Paper #1.

TH Sept. 5: **Paper #1 due.** Paper #2 Assignment. Discussion of Anyon essay.

Week III

T Sept 10: Film — *Roger and Me*

TH Sept. 12: Film — *Roger and Me*

Week IV

T Sept. 17: DENwatch report. **Paper #2 Due.**

Assignments:

READING: For Thursday Sept. 19 — Mantsios. "Class in America: Myths and Realities." RA 318.

WRITING: Three discussion questions on Mantsios essay for Thursday. Assignment of Paper #3 and writing group discussion. **Draft material for paper #3 due Tuesday, Sept. 24.**

TH Sept. 19: Discussion of Mantsios essay.

Week V

T Sept. 24: DENwatch report. **Draft material for Paper #3 due.** Writing group Work on paper #3.

Assignments:

READING: For Thursday — Hamblin. "The Black Avenger." RA 374. Terkel. "Stephen Cruz." RA 335.

WRITING: Three discussion questions on Hamblin and Terkel
COPY of Paper #3 Due Thursday

TH Sept. 26: Discussion of Hamblin and Terkel Material. **COPY of Paper #3 Due.**

Assignments:

WRITING: Assignment of Paper #4.

Week VI

T Oct. 1: DENwatch report. Writing Group discussion of Paper #4 – Revision and Combination of Papers 1 and 3.

TH Oct. 3: Continued Writing Group discussion of Paper #4. **Paper #4 Due Tuesday Oct. 8.**

Writing and Discussion Theme II: Advertising and Consumerism

Week VII

T Oct. 8: DENwatch report. **Paper #4 Due.**

Assignments:

READING: For Thursday – Daniel Harris. Excerpt from *Cute, Quaint, Hungry and Romantic: The Aesthetics of Consumerism*. (Handout).

WRITING: Assignment of Paper #5 and Discussion.

For Thursday – Three discussion questions on Harris material.

TH Oct. 10: Discussion of Harris excerpt. **Sign up for Week VIII conferences.**

Assignments:

WRITING: Select single of related group of magazine advertisements in preparation for analysis in Paper #5. Bring selections to class, T Oct. 22.

Week VIII

T & TH Oct. 15 & 17: **Conferences. Draft of Paper #5 Due.**

Week IX

T Oct. 22: DENwatch report. **Paper #5 Due.**

Assignments:

READING: For Thursday – Kilbourne. “Two Ways a Woman Can Get Hurt: Advertising and Violence.” RA444; Katz. “Advertising and the Construction of White Masculinity.” RA 466.

WRITING: For Thursday – Three discussion questions on Katz and Kilbourne essays.

Assignment of Paper #6 and Writing Group discussion of advertising selections.

TH Oct. 24: Discussion of Katz and Kilbourne material. **Draft of Paper #6 due Tuesday, Oct. 29.**

Week X

T Oct. 29: DENwatch report. **Draft of Paper #6 Due.**
Writing group discussion of Paper #6.

**Writing and Discussion Theme III: The Mystery of History: Getting Beyond
“Shit Happens.”**

TH Oct 31: **Paper #6 Due.**
Assignment and discussion of paper #7, final paper topic selection.

Week XI

T Nov. 5: DENwatch report. Writing Group Discussion on paper #7 Topic Selection.

Assignments:

READING: For Thursday – Limerick. “The Adventures of the Frontier in the Twentieth Century.” RA 755.

WRITING: For Thursday – Three discussion questions on Limerick essay.

NOTE: Last Day To Submit Essay Choice For EWP Revision!

TH Nov. 7: Discussion of Limerick essay and the language of history textbooks.
Topic Selection For Paper #7 Due.

Week XII

T Nov. 12: DENwatch report. Writing Group Workshops with new assignment of groups for Paper #7.

Assignments:

READING: For Thursday – Momaday. “The American West and the Burden of Belief.” RA 734; Loewen. Selection from *Lies My Teacher Taught Me: Everything Your American History Textbook Got Wrong*. (Handout)

WRITING: For Thursday – Three discussion questions on Momaday and Loewen material.

TH Nov. 14: Discussion of Momaday and Loewen material.

Week XIII

T Nov. 19: DENwatch report. Writing group workshops on focussing topics.

TH Nov. 21: Group presentations on topic progress.

NOTE: Last Day To Submit Revised EWP Essays.

T & TH Nov. 26 & 28: **Thanksgiving Break**

Week XIV

T Dec. 3: DENwatch report. Writing group workshops on Paper #7.

TH Dec. 5: Discussion of paper #7 progress.

Week XV

T Dec. 10: Final writing group workshops on Paper # 7.

TH Dec. 12: Group oral summaries of Paper # 7. **Paper # 7 Due.
Last day of class.**

Understanding Plagiarism: What Students Need to Know

What is plagiarism?

The EIU Student Conduct Code defines “plagiarism” as “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” According to the Merriam-Websters Collegiate Dictionary, to plagiarize is “steal and pass off (the ideas or words of another) as one’s own; to use (another’s production) without crediting the source.” Buying a paper from a research “service” on the net is plagiarism. So is copying a sentence from “How Bees Make Honey” and passing it off as your own. So is taking a sentence from “How Bees Make Honey” and changing “bees” to “fuzzy little insects.” Paraphrasing a person’s ideas without acknowledgement constitutes plagiarism.

It might help to think of plagiarism as an issue of intellectual property. Although all new ideas are the result of collaboration, when you plagiarize you’re taking something that belongs to somebody else without acknowledgement. Think of how you’d feel if the tables were reversed. Imagine, for example, that you’ve written this great song. You share the song with the lead guitarist of your band. A year later you hear the now former lead guitarist perform your masterpiece at the local Hot New Bands Festival.

Some students argue that it’s difficult to keep track of ideas and quotations. This is where good note-taking skills come in. Learning to take good notes will help you to organize your sources. Making use of documentation sheets is also helpful, as is paying special attention when your instructor talks about integrating quotations into your paper.

- Did you know that the word “plagiarism” comes from the Latin “plagiarius,” meaning kidnapper?

What are some of the consequences of plagiarism? (Or some important points to keep in mind when you’re tempted.)

Your writing instructors, despite appearances to the contrary, are a fairly “with-it” kind of bunch. They surf the net; they know how to download MP3 files with ease; they know that when students plagiarize these days, it’s most likely to be from the World Wide Web. Inserting a phrase or sentence into a search engine such as Google has helped more than one instructor catch a kidnapper. (And, no, we don’t mean a sentence like, “In today’s society, guns is a big problem.” We’re talking about something that contrasts sharply in tone from your other writing. If you’ve been a “guns is a big problem” kind of writer and all of a sudden your teacher receives a paper that begins with “The current proliferation of arms has generated increasing concern among politicians, educators, and the general populace” AND you haven’t handed in a previous draft, a red flag might be raised.)

Plagiarism is like any other illegal or unethical practice. The more you do it (a sentence here, a phrase there), the more likely you are to do it again, the more likely you are to get caught. It’s like steroid use among Olympic athletes. The drug inspectors may not come around today, but who’s to say they won’t show up on the day of the big race. Think of how you’ll feel when you’re stripped of that gold medal.

To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled *lastname.rtf* (e.g., *smith.rtf*) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked "student." You should complete the "Student Information," "Course Information," and "Student's Integrity Statement" sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your [eiu.edu](http://www.eiu.edu) email account. If you have not picked up the id and password for this account, go to ITS in **Room 1053** in the basement of the **Student Services Building** and take your **Panther Card**.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your [eiu.edu](http://www.eiu.edu) email account. **KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT.** No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the "Instructor's Assessment" section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

A B C D F

Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback